

WHITE KNOLL HIGH

5643 Platt Springs Road
Lexington, SC 29073

GRADES 9-12 High School

ENROLLMENT 1,665 Students

PRINCIPAL Michael L. Stacey 803-996-4500

SUPERINTENDENT Dr. Karen C. Woodward 803-951-8363

BOARD CHAIR Ms. Kay P. Coker 803-892-3227

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
18	7	0	0	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Excellent	N/A	No
2004	Excellent	Excellent	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	86.1	N/A	N/A	82.5	N/A	N/A
Passed 1 subtest	10.1	N/A	N/A	10.1	N/A	N/A
Passed no subtests	3.8	N/A	N/A	8.2	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	98.7%	96.9%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	19.1	23.3
Seniors who met the SAT/ACT requirement	21.5	24.1
Seniors who met the grade point average	50.3	56.3

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	345	339
Number of Diplomas	277	271
Rate	80.3%	81.0%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	316	98.7	288	19.1	345	80.3	YES
Gender							
Male	149	99.3	139	16.5	174	75.3	N/A
Female	167	98.2	149	21.5	171	85.4	N/A
Racial/Ethnic Group							
White	279	99.3	247	21.5	292	81.8	N/A
African-American	26	96.2	28	0.0	38	71.1	
Asian/Pacific Islander	1	I/S	2	I/S	3	I/S	N/A
Hispanic	7	85.7	7	14.3	9	55.6	N/A
American Indian/Alaskan	0	N/A	1	I/S	3	I/S	N/A
Racial/Ethnic Group							
Non disabled	281	98.9	253	21.7	306	83.7	N/A
Disabilities other than speech	35	97.1	35	0.0	39	53.8	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	316	98.7	288	19.1	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	316	98.7	288	19.1	345	80.3	N/A
Socio-Economic Status							
Subsidized meals	63	96.8	59	13.6	76	63.2	N/A
Full-pay meals	253	99.2	229	20.5	269	85.1	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	435	98.4	7.0	22.7	37.1	33.3	77.8	YES	YES
Gender									
Male	206	97.6	10.3	22.6	38.5	28.7	75.9	N/A	N/A
Female	229	99.1	4.1	22.7	35.9	37.3	79.5	N/A	N/A
Racial/Ethnic Group									
White	374	98.7	6.4	21.3	37.0	35.3	80.1	YES	YES
African-American	39	94.9	8.3	41.7	41.7	8.3	58.3	I/S	I/S
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	377	99.2	3.3	20.6	38.5	37.6	82.4	N/A	N/A
Disabled	58	93.1	33.3	37.3	27.5	2.0	45.1	YES	YES
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	435	98.4	7.0	22.7	37.1	33.3	77.8	N/A	N/A
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	433	98.4	6.8	22.5	37.3	33.4	78.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	109	99.1	14.6	30.1	35.9	19.4	63.1	YES	YES
Full-pay meals	326	98.2	4.5	20.2	37.5	37.8	82.7	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	435	98.2	8.9	21.3	35.5	34.3	77.1	YES	YES
Gender									
Male	206	97.1	8.8	18.0	35.6	37.6	77.3	N/A	N/A
Female	229	99.1	9.1	24.1	35.5	31.4	76.8	N/A	N/A
Racial/Ethnic Group									
White	374	98.7	8.4	19.3	35.6	36.7	79.0	YES	YES
African-American	39	92.3	14.3	45.7	31.4	8.6	51.4	I/S	I/S
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	377	99.2	6.3	19.0	36.5	38.2	81.3	N/A	N/A
Disabled	58	91.4	28.0	38.0	28.0	6.0	46.0	YES	YES
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	435	98.2	8.9	21.3	35.5	34.3	77.1	N/A	N/A
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	433	98.2	8.7	21.4	35.7	34.2	77.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	109	98.2	15.7	31.4	37.3	15.7	67.6	YES	YES
Full-pay meals	326	98.2	6.7	17.9	34.9	40.4	80.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 1,665)

Retention rate	7.3%	Up from 6.0%	7.7%	9.1%
Attendance rate	95.8%	Up from 95.3%	95.9%	96.0%
Eligible for gifted and talented	11.9%	Up from 5.3%	8.3%	5.8%
With disabilities other than speech	12.7%	Up from 12.1%	11.1%	12.7%
Older than usual for grade	6.8%	Down from 7.6%	8.3%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 0.9%	2.3%	1.6%
Enrolled in AP/IB programs	9.5%	Down from 12.3%	17.2%	10.2%
Successful on AP/IB exams	67.7%		63.6%	53.8%
Annual dropout rate	3.9%	Up from 3.4%	3.5%	2.7%
Career/technology students in co-curricular organizations	40.6%	Up from 10.3%	4.0%	3.6%
Enrollment in career/technology center courses	1161	Up from 915	802	466
Students participating in worked-based experiences	18.1%	Up from 13.9%	20.8%	25.7%
Career/technology students mastering core competencies	84.9%	Up from 77.5%	79.0%	77.7%
Career/technology completers placed	100.0%	No change	100.0%	99.3%

Teachers (n= 105)

Teachers with advanced degrees	60.0%	Up from 57.8%	57.7%	52.0%
Continuing contract teachers	81.9%	Up from 74.1%	88.0%	82.1%
Highly qualified teachers**	94.0%	N/A	89.7%	89.5%
Teachers with emergency or provisional certificates	7.2%		6.0%	8.6%
Teachers returning from previous year	85.1%	N/A	88.6%	86.2%
Teacher attendance rate	96.6%	Up from 95.1%	95.8%	95.3%
Average teacher salary	\$40,822	Up 1.0%	\$41,601	\$41,060
Prof. development days/teacher	10.3 days	Down from 10.5 days	10.1 days	10.6 days

School

Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio in core subjects	23.0 to 1	Down from 24.7 to 1	28.0 to 1	26.4 to 1
Prime instructional time	91.1%	Up from 89.5%	90.5%	90.0%
Dollars spent per pupil*	\$6,563	Up 4.5%	\$5,612	\$6,310
Percent of expenditures for teacher salaries*	57.9%	Down from 61.2%	58.6%	57.9%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	88.3%	Down from 89.8%	88.3%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.2%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parent/Guardian:

On May 22, 2004 the first White Knoll High School students to attend our school for all four years graduated. This graduating class earned \$4 million in scholarship money — money these students can use to further their education.

The Building Leadership Team and the School Improvement Council identified a goal for the 2003-2004 school year — to restructure the delivery of instruction and curriculum to better meet the needs of all students by implementing smaller learning communities in the ninth grade with a focus on schools of study.

In the fall of 2003, WKHS was awarded a \$500,000 grant to enhance the transition of rising ninth graders to high school. Smaller learning communities were established with a focus on schools of study. WKHS also piloted the Curriculum Framework Model for Lexington County School District One. This model for curriculum planning helps students develop graduation plans that include academic, as well as profession-related courses. The framework design allows for an integrated, multi-dimensional approach to planning that helps students become successful learners in high school and beyond.

In the spring of 2004, WKHS obtained a Project Adventure "Challenge by Choice" ropes course that includes more than 20 high and low elements. In their "Strategies for Success" class, ninth graders are exposed to team building activities culminating in personal challenges on the ropes course.

The SIC and BLT identified as its goal for the 2004-2005 school year — to restructure the delivery of instruction and curriculum to better meet the needs of all students by implementing schools/clusters of study in grades 10-12. The faculty will be assigned to schools of study. Each school of study will have a designated chairperson. Each school of study will develop extended learning opportunities designed to make learning relevant and to give students an awareness of work associated with that school/cluster of study.

The faculty of WKHS has also decided to design curriculum that provides grade sequential research projects. We will pilot a culminating senior project during the 2004-2005 school year.

During the 2003-2004 school year, visitors from across the state and even the nation came to observe our school's initiatives — validating all our hard work.

Michael L. Stacey, Principal
Lisa Thornberry, Chair, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	103	277	104
Percent satisfied with learning environment	85.3%	74.7%	86.5%
Percent satisfied with social and physical environment	92.2%	83.0%	79.2%
Percent satisfied with home-school relations	60.8%	77.5%	63.5%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.